



KENTUCKY DEPARTMENT OF EDUCATION Career and Technical Education (CTE) Advisory Committee SUMMARY

VIRTUAL MEETING DATE: JUNE 9, 2020

ATTENDANCE: Charlene Baxter, Kevin Brown, Sky Carroll, Karen Dodd, Jennifer Ginn, Tracy Herman Goff, Shelley Goodwin, David Horseman, Steve Johnson, Kyle Kelly, Lee Lingo, Harmony Little, Mike Miller, RaAnn Miller, Pamela Moore, Paul Mullins, Leslie Slaughter, Mike Stone, Tom Thompson, Scott U'Sellis, Kiley Whitaker, Darlene Zibart

MEMBERS ABSENT: Melissa Aguilar, Drew Graham, Kristina Slattery, Johnny Ray Turner, Max Wise

SUMMARY:

Agenda Item: Welcome

Presenter: Kevin C. Brown, Interim Commissioner

Kentucky Department of Education (KDE)

Summary of Discussion:

Brown expressed his appreciation to the members for participating and reminded them that it is more important than ever to get feedback from this group, especially since the COVID-19 crisis began. He said he was a CTE student and is happy to see it integrated into high schools now. He told the committee how valuable and essential this work is to us and he thanked everyone for their efforts.

Agenda Item: Approval of Minutes from Oct. 29, 2019, Meeting

Presenter: David Horseman, Associate Commissioner, KDE Office of Career and Technical Education

Summary of Discussion:

Paul Mullins moved to approve the minutes as submitted, seconded by Harmony Little. Motion carried. No further discussion.

Agenda Item: Makeup and Rotation of CTE Advisory Members

Presenter: David Horseman

Summary of Discussion:

There was discussion on adding members to the committee to include an occupation-based teacher representative, a teacher representative from a traditional 4-year track, plus a locally operated principal. Harmony Little from the Kentucky Community and Technical College System (KCTCS) suggested to add a staff member from the Council on Postsecondary Education (CPE), possible Dr. Amanda Ellis. Members of the committee agreed.

Follow-up: Membership will be finalized in the fall after the new commissioner is hired.

Agenda Items: COVID-19 Updates

Presenters: David Horseman

Tom Thompson, Division Director, Office of Career and Technical Education

Leslie Slaughter, Executive Adviser, Office of Career and Technical Education

Pamela Moore, Division Director, Office of Career and Technical Education

Summary of Discussion:

Horseman spoke about adapting to 100% telecommuting, Perkins federal grant timelines and protocol. He said our continued focus is on students and we are working on CTE summer opening guidance for labs, classrooms and computer labs that may be used for industry certification, and completion of labs based on dual credit coursework for the class of 2020 seniors. He said the new End-of-Program (EOP) Assessment window would be in the fall of 2020.

Thompson shared the impact that COVID-19 has had on the State Operated ATCs and the cancellation of meetings and trainings. He said regional principal meetings will take place virtually until further notice. The Kentucky Tech project-based learning (PBL) training scheduled for June is canceled and is transitioning to a virtual conference which will be hosted by PBLWorks, possibly in July. The Occupational Safety and Health Administration (OSHA) 10-4 CTE Perkins leadership and the New Teacher Institute have shifted from face-to-face meetings to virtual. The Kentucky Tech Certified Evaluation Plan (CEP) will address limited in-person meetings. He also shared the following information:

- The first Kentucky Tech emergency plan was created, and the 2020-2021 full Kentucky Tech non-traditional education (NTI) is in preparations in the event of future closures.
- A budget request was created for 10% Elementary and Secondary School Emergency Relief (ESSER) which totaled \$4,459,600. Also, each ATC will receive \$2,500 as part of the Governor's Emergency Education Relief (GEER) funding.
- The Southern Regional Education Board (SREB) Technology Centers That Work (TCTW) student and teacher surveys were postponed until the fall. These results were going to be used to create a data review session for the principals. The data dive session will be moved to the fall and will take place after the survey results are released.

Pamela Moore discussed the COVID-19 impact on the implementation of CTE programs. She shared that secondary to postsecondary and dual credit pathway alignment models have been developed, and work with our postsecondary partners continues as we develop additional models. Work continues on

the 2021-2022 CTE Program of Studies document and currently the CTE facilities guide is being revised. We are gathering resources to assist in the implementation of long-term NTI in CTE. With COVID-19 we had several cancelations; they are as follows:

- Cancellation of Technical Upgrade Training for teachers, however, there are three trainings that are being delivered using a virtual platform this month. Additional virtual trainings are being provide by vendors to support CTE teacher training needs.
- In-person career and technical student organization (CTSO) state conferences were cancelled. Some state level competitions and conferences are being conducted using a virtual platform. Most of the national conferences are transitioning to virtual as well.
- The CTSO Student Leadership Camps were cancelled.

Slaughter spoke to the committee about the agency and officewide response efforts. KDE developed a COVID-19 webpage, implemented a weekly special superintendents' webcast and created an Education Continuation Task Force. The cross-agency team developed documents for frequently asked questions (FAQs), district guidance (Coronavirus Aid, Relief, and Economic Security (CARES) Act funding, fall reopening scenarios, etc.) project management for Phase I and 2 and virtual professional learning.

Agenda Items: Legislative Update

Presenter: Leslie Slaughter

Summary of Discussion:

Slaughter provided a legislative update to the committee and highlighted the ones that have an impact on CTE.

The first bill she discussed was Senate Bill 101, which requires the Council on Postsecondary Education (CPE) to facilitate the development and implementation of a statewide standardized articulation agreement to be executed by July 1, 2021, between public colleges and universities and the Kentucky Department of Education for each approved high school pathway that leads to a postsecondary credential, certification, license or degree. Upon meeting the requirement of the standardized articulation agreement, a student must be awarded postsecondary credit for prior learning at any public college or university.

Senate Bill 158 makes significant changes to the statewide accountability system, school improvement provisions, state and local graduation requirements, charter authorizer training for members of local boards of education, and the achievement gap definition and expectations. Accountability and Assessment requires the following:

- A new accountability system for districts, schools and student populations with implementation beginning with data from the 2020-2021 and 2021-2022 school years.
- A new rating system requiring state indicators to be evaluated on two categories, "status" and "change" and defines the terms.
- Indicators include student assessment results, progress toward achieving English proficiency by English learners, quality of school climate and safety, high school graduation rates and postsecondary readiness.

Senate Bill 158 graduation requirements prohibit the minimum requirements for high school graduation from including a postsecondary readiness indicator used in the state accountability system

or a minimum score on a statewide assessment. It also prohibits a local board from adopting any high school graduation requirements which include achieving a minimum score on a statewide assessment.

Senate Bill 193 establishes a goal of increasing the number and percentage of students in underrepresented groups participating in computer science courses in middle and high school. These populations include females, minorities, students with disabilities, English learners and students whose families are eligible for free or reduced-price lunch. Starting Dec. 1, 2020, and annually thereafter, KDE must submit a report to the Kentucky Board of Education (KBE) and the Interim Joint Committee on Education (IJCE) that includes an unduplicated count of the number and percentage of public school students participating in computer science courses and other computer science educational opportunities.

House Bill 352 establishes the Executive Branch budget for fiscal year 2020-2021. Rather than a two-year biennial budget, the executive branch budget bill covers only one fiscal year, 2020-2021. This means the General Assembly will have to craft a budget in the next regular session or through a special session called by the governor.

Slaughter discussed new major provisions related to CTE for fiscal year 2021 for local districts to petition to assume control of a state-operated Advanced Technology Center (ATC).

Funding and Governance: Provisions provides language for ATCs to become locally operated by a school district. In the first year, the local board of education receives 100% of funding allotted for that center. In the second year, the local board receives not less than 75% of the amount allocated to it the previous year. The remaining 25% of funds previously allocated to the center must annually be allocated to locally operated secondary area centers and vocational departments that do not receive state supplemental funds. The local board assuming control must continue to serve the additional school district or districts through an interlocal agreement that the ATC was serving.

Personnel Provisions: A certified employee who has earned continuing status in the state-certified personnel system may be granted a continuing service contract upon transfer to a local board of education. A principal who has earned continuing status prior to transfer may be granted a continuing service contract, but the provisions relating to demotion of the principal under KRS 161.765 must apply. A classified employee who has four years of continuous active service in the state certified personnel system at the time of transfer may be offered an employment contract at the time of transfer that must be considered a continuing service contract for a minimum of five complete school terms.

Kentucky Higher Education Assistance Authority (KHEAA): The dual-credit tuition rate ceiling must be two-fifths of the per-credit-hour tuition amount charged by KCTCS for in-state students. Priority for awarding scholarships must be given in order to: high school seniors, juniors, sophomores and freshmen. Eligible high school students may receive a dual-credit scholarship for two CTE dual-credit courses per academic year and two general education dual-credit courses over the junior and senior years, up to a maximum of 10 approved dual-credit courses when combined with Work Ready dual-credit scholarships. Dual-credit scholarships awarded for the spring 2020 semester must not be reduced if the dual-credit course is not successfully completed by the student as a result of the student's inability to properly access the new course delivery method due to the novel Coronavirus (COVID-19).

Slaughter also presented on Congressional legislation. The CARES Act includes \$30.75 billion in emergency education funding to governors in each state, state educational agencies (SEAs) and institutions of higher education (IHEs). Two main K-12 funding sources are GEER and ESSER.

The GEER Fund is \$43.79 million to Kentucky. Of that, \$30 million has been directed by Gov. Andy Beshear to support elementary and secondary education. Gov. Beshear's K-12 priorities for GEER funds includes support for remote learning and continuation of food services.

The ESSER Fund is \$193 million to Kentucky is distributed through the Title I-A formula. Funds flow from the U.S. Department of Education (USED) to SEAs, which then must allocate 90% of the funding to local education agencies (LEAs). The 10% set aside for state level funding will be for our state-run schools, which include the 53 ATCs along with Kentucky School for the Blind (KSB) and the Kentucky School for the Deaf (KSD). The LEAs may use funds for any activity authorized under ESEA, IDEA, Perkins or McKinney-Vento; and other activities in response to COVID-19 (including preparedness and response efforts, sanitation, professional development, distance learning and others).

Feedback:

Harmony Little stated for clarity that the traditional dual-credit scholarship was not only for general education, but technical courses as well. She has been working with the dual-credit task force and if stated that if the state goes back to NTI, KCTCS wants to make sure they have an online course component, so students have access and equity. Little wants to continue to raise the point that access and equity are issues, so that everyone is on the same playing field. She stated that this crisis has highlighted many issues for all agencies, and it is not only an internet issue, it's much more. She suggested having a focus group with students to get a better understanding.

Follow-up:

David Horseman said this was one of the items submitted to be included on the superintendents' survey.

Feedback:

Mike Miller, Mayfield/Graves County ATC, asked if the mandate is still in place for maintaining a minimum number of programs in House Bill 352. Leslie Slaughter replied that five or more programs are defined in the statute. The operational definition makes them eligible for center funding. Miller also inquired about Senate Bill 156; he said the major concern he is hearing from superintendents is continual funding. Horseman discussed the equity in funding between ATCs and LAVECs and issues with some schools not receiving funding at all. He said this discussion has also taken place with the CTE Legislative Task Force.

Mike Stone, Executive Director of the Kentucky Association of Career and Technical Education (KACTE), said he continues to advocate for adequate funding, particularly for supplies and equipment. In addition, teachers will continue to need quality and relevant professional development, especially given possibility of remote teaching. He also said comments received from members suggests consideration of developing and implementing a marketing plan to highlight the quality and

relevance of CTE. Leslie Slaughter shared that OCTEST was working on a new CTE branding campaign that will hopefully be released late summer or early fall.

Agenda Item: Impact of Budget Language for LAVEC Funding

Presenter: Kiley Whitaker, Assistant Director, Office of Career and Technical Education

Summary of Discussion:

Kiley Whitaker shared the 2020-2021 State Budget Language in House Bill 352 related to LAVECs and read the statute to the committee. The budget highlights are: 1) an additional \$200,000 for locally-operated area vocational education centers (LAVEC) funding in the 2020-2021 budget; 2) new language provides LAVEC funds for any district that enrolls students in a state-operated ATC physically located within a different time zone. He said the only district eligible for the provision is Taylor County (Central Kentucky Career Academy); and 3) the addition of centers established after June 21, 2001 will be incorporated into the LAVEC formula, if approved by the commissioner of education.

Whitaker also discussed LAVEC Administrative Regulation 705 KAR 2:140, Sections 5(1) and 5(2). It currently states that: 1) KDE shall notify a local school district of its tentative allocation for operation of its locally-operated vocational center and vocational department for the following school year by June 30, based on the classification of the previous year's secondary vocational program offerings and program FTE enrollment; and 2) the final allocation shall be determined by Jan. 1 based on current year FTE enrollment with adjustments made for new programs.

Lastly, Whitaker discussed the waiver proposal to be submitted to KBE in August. He explained that KDE is requesting to waive 705 KAR 2:140 Section 5(2), which relates to the final allocation adjustments by Jan. 1. The rationale is threefold:

- It eliminates LAVEC budget uncertainty considering the COVID-19 impact and other potential budget reductions;
- It allows school districts to know their final budget prior to the start of the school year; and
- It eliminates the mid-year adjustments, which could create the possibility that districts could take a major cut due to the changes in program offerings from other LAVEC schools.

The meeting adjourned at 1:58 p.m.